REMOTE

Learning and Teaching

in North Ayrshire

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January 2021

CONTENTS

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Learning from one another is absolutely crucial, particularly at the moment. Please consider sharing your remote learning plans, monitoring approaches, letters, planners and other ideas with colleagues. Examples can be shared on the GLOW tile for Blended and Remote Learning.

The purpose of this paper is to provide brief and concise guidance to our establishments in supporting remote learning for children and families.

'Remote learning' describes learning that is directed by practitioners and undertaken by children and young people in a different physical location. As we are relatively limited in our experience of this form of learning, it is important that we take time to have a shared understanding of what this approach looks like in practice, as well as expectations for our Local Authority area and individual establishments. Some elements will be agreed and consistent, but flexibility must be inbuilt to allow establishments to meet the needs of their learners and local communities.

Learners will be accessing remote learning from the beginning of Term 3 whether they are working at home or are in an educational establishment. Given the nature of the pandemic and the fast-moving context in which we are working, it is important to recognise that we are all learning as quickly and effectively as we can.

'Emotion is the gatekeeper of motivation, cognition and attention' (Fullan, M., Quinn, J., Drummy, M., Gardner, M. 2020) and so the wellbeing of learners, families, teachers and leaders is inextricably linked to quality learning and teaching. No one will learn and progress when they are disconnected, uncomfortable or self-conscious.

It is vital to consider very carefully the needs of our individual communities and families as we plan our remote learning offer. Ongoing communication with parents, children and families is crucial: not simply to ensure engagement and wellbeing, but also to monitor what is working for them and what is causing stress. What works for one family, will not work for all. What one family expect in terms of home-learning, will not necessarily be easily replicated for all. This is a time when adults can feel very exposed and vulnerable, stress levels are high and family relationships can be tested to their limits. Local knowledge, sensitivity and empathy have never been more important. The remote offer has to be right for our families: we are not in competition with one another. Access to technology continues to be a concern in terms of equity, as do the individual circumstances of every young person and their family. Ongoing sensitivity to these circumstances will continue to be an important focus.

A 'normal' school day timetable is not appropriate for the majority of learners. A balance must be sought to ensure young people are not in front of a screen for lengthy periods and have planned opportunities for different types of tasks. Combining learning with a focus on wellbeing means planning for breaks, relaxation and opportunities to reflect and digest what has been learned.

The wellbeing of our staff is of crucial importance and we must collectively acknowledge that everyone's family circumstances are different. Some of us may live alone and, whilst organising working from home does not present logistical challenges, feelings of isolation can be pervasive and disheartening. Many colleagues have children and are unable to access childcare so will be trying to lead or plan and deliver learning experiences whilst also manging their own children's home-learning demands. Looking after and supporting family members and loved ones is also a key challenge of the pandemic and again, some colleagues will have difficult and stressful circumstances to manage. Whilst we always strive to have high expectations for ourselves as professionals, we must also be kind to ourselves and our colleagues: we all need different things to help us stay calm and feel that we are coping with this on-going and unprecedented situation.

Our remote learning offer to families is based on guidance from Education Scotland, the General Teaching Council Scotland, learning from the lockdown in March 2020 and research from around the world. It is based on the principles of clarity, consistency, communication and connection. Regardless of how good the resources, evidence shows that the progress learners make is dependent on the quality of teacher-learner interaction (Education Development Trust, 2020). Lack of social interaction and connection between teachers and learners can lead to disengagement and alienation and so it is vital for teachers to establish and maintain a strong and positive 'teacher presence'.

The Education Endowment Foundation (2020) reviewed academic research on remote learning and found that 5 key factors contributed to effective and impactful practice:

1. **Teaching quality is more important than how lessons are delivered**
   - *Clear explanations*
   - *Careful scaffolding of tasks and activities*
   - *Meaningful and regular feedback*

Whether the teaching took place in 'real time' (synchronous) or at other times (asynchronous) did not matter. This means that whether an explanation of a new concept is delivered 'live' or whether it is done using a pre-recorded clip, made no difference: it was the quality of the explanation, the associated task and how learning was assessed and feedback given that made the difference.

2. **Ensuring access to technology is key, particularly for disadvantaged pupils**
   - *Access to an appropriate device*
   - *Quality of internet connection*

It is also important to ensure that learners and their families are able to access the specific platforms being used. Again, keep it simple and consistent.

3. **Peer interactions can provide motivation and improve learning outcomes**
   - *Collaborative learning*
   - *Peer assessment*
   - *Sharing success and modelling good work*
   - *Live discussions*

Using a 'flipped' model can be a useful tool to encourage collaboration between learners: new learning is introduced for them to explore prior to direct teaching. Practitioners should seek to include a range of activities which encourage collaboration and time together at a level appropriate to the age, stage and skills of the young people.

4. **Supporting pupils to work independently can improve learning outcomes**
   - *Reflection tools and strategies*
   - *Self-monitoring skills*
   - *Study skills*
   - *'Stuck' strategies*

Time should be taken to discuss and agree a range of strategies appropriate to the group/class which will support their independence. Meta-cognitive and self-regulation strategies and skills are crucial in developing independence. These should be consistent and shared so that families are also familiar with them.

Research shows that children from disadvantaged backgrounds are likely to benefit from explicit support to help them work independently. This can include daily check-ins, check lists, weekly/daily plans and target setting.

5. **Different approaches to remote learning suit different types of content and pupils**
   - *Live, synchronous learning (discussion, feedback, Q and A)*
   - *Live, asynchronous learning (recorded clip)*
   - *Independent tasks*
   - *Digital/ online*
   - *Reading and writing tasks*

Ensure a balance and a mix of approaches. What suits the learning and what suits the learners? Ensure that everyone understands that 'live' does not mean that the teacher will be online and on-camera throughout the day. 'Live' lessons can be pre-recorded clips that the learner can access at a time that suits their needs.

Sector specific considerations

Many are relevant to all sectors

BGE: Early Years & P.1	BGE: P.2 – S.3
• *Lots of ideas and opportunities for play led by the child* • *Ideas for numeracy and literacy activities that can be done within the home setting* • *Focus on children leading their learning and adults capitalising on this – every day interests* • *Being together and connecting positively is of key importance.* • *Linking experiences to weather/seasons/ events* • *Regular contact with parents* • *Link experiences to children's targets* • *Using Seesaw as a communication tool* • *Sharing Paths activities* • *Cosmic Yoga* • *Play Scotland website*	• *Consider the expectations around the day* • *Quality, not quantity* • *Moving learning on – not constantly revising or 'keeping busy'* • *Tasks that encourage collaboration with peers* • *Planning learning based on resources available in a home* • *Planning for assessment is key at all levels and should be carefully considered.* • *Open ended tasks that have no 'ceiling'* • *Personal reading for pleasure and audio books* • *Tracking and monitoring is crucial and should be reflective of the feedback given to young people.*
Senior Phase	**ASN**
• *Agree a consistent format for setting and the return of work across departments.* • *Planning for assessment is key at all levels and should be carefully considered. For the Senior Phase, this should be done in line with SQA qualification guidance.* • *Agree the approach to feedback to learners, including format and frequency.* • *Tracking and monitoring is crucial and should be reflective of the feedback given to young people.* • *Within the Senior Phase, consideration should be given to the collation of appropriate evidence which will help to inform final grades/results in line with SQA advice. Communication around progress is essential and all final awards should be in line with tracking and monitoring reports. A final result should not be a surprise for young people or their families.*	• *Staff consider expectations around the day in relation to specific needs of children and the demands these place on families.* • *Planning is key in relation to the specific needs and targets* • ***All teaching staff*** *are providing pastoral support weekly via telephone calls and have communicated strongly that the school continues to operate an 'open door policy'. Dependent on the needs of the children and young people – conversations will take place with parents/carers as well as young people where possible. The school adopts a plan/do/review approach based on the conversations that we have with parents.* • *Each child/ YP has a box containing the termly curriculum overview of learning as well as physical resources. Physical resources are personalised and link with core curriculum and targeted work that is ongoing in IEPs (literacy/numeracy and HWB). It is not a 'one size fits all approach' therefore physical resources vary for each child and boxes may include, for example:* - *Symbolised calendar, days of week, months, seasons* - *Social stories* - *Visual schedules to support daily routines; snack, lunch, dressing, cookery, outdoors activities, bath-time, bed-time etc.* - *Communication items, for example PECS boards, symbol boards, choice boards* - *Schedules to promote physical activity and learning in the community (functional numeracy and literacy)* - *Sensory play items* - *Resources that link to JASS and ASDAN awards* - *Home Economics – differentiated recipes and ingredients* - *Pre-writing resources* - *Where appropriate – symbolised worksheets, pens, jotters etc* • *There is a teacher who is a trained Sleep Scotland Counsellor, she is available to help support individual families if required.*

Roles and responsibilities

GTCS Engaging Online (2020) reminds us all about the importance of the commitment we have made to the professional values of integrity, trust, respect and social justice. The GTCS advises that all registered teachers are aware and sensitive to the issues that can arise when our personal lives and professional lives coincide: good judgement is key. Online dialogue can blur boundaries and teachers need to be very aware of ensuing their communication style is professional in tone and content. Should any member of staff be concerned about the communication they receive from children, young people or families, they should report this immediately to their line manager.

Whilst our work location has changed, we are still bound by the GTCS Standards and the Code of Professionalism and Conduct. Pastoral Support of our young people is a key priority and is the responsibility of all. All teaching staff should have contact with the young people for whom they are responsible, and leaders should have a comprehensive overview of the quality and quantity of contact across classes, stages and year groups.

With regard to working with children and young people with additional support needs, the ASN Code of practice 2017 is clear on the importance of staff working with children *and* families.   Professionals need to

- involve parents and take account of their views.
- take responsibility for encouraging good relationships with families based on trust, openness and effective communication.
- Ensure that parents are fully aware of the processes for assessing and providing for children's additional support needs.

Child Protection

Child protection procedures are well known to staff and have proved invaluable during periods of lockdown. Rest assured, all regular avenues of support remain in place. Standard Circular L3 should continue to be followed and when a concern arises around a child's welfare. All staff share the responsibility for being vigilant in ensuring they are alert to the welfare and wellbeing of the children in their care. Staff must inform the school CP Coordinator immediately if they have a*ny* cause for concern. Establishments must ensure they have a clear, agreed and known strategy for recording welfare and wellbeing concerns during this period.

Assessment

Effective use of assessment by staff and learners remains an integral part of learning and teaching within the remote learning context.

- Ensure you have regular contact with your learners to find out about their learning in the context of current challenges and opportunities
- Give regular feedback on engagement with learning and progress being made.
- Use approaches that will allow your learners to demonstrate their skills, knowledge and understanding across the curriculum, taking account of their individual needs and circumstances.
- Continue to communicate the intended learning clearly and appropriately for age and stage taking account of:
  - ✓ time needed to work on activities/tasks
  - ✓ flexible completion dates/ times

- ✓ resources available
- ✓ prior learning
- ✓ expectations from other practitioners (across secondary faculties)
- Allow for children and young people to demonstrate their learning in a range of ways e.g.
  - ✓ talking about their learning via phone, Glow, Microsoft Teams and other digital communication.
  - ✓ using jotters, personal notebooks, posters, models, personal projects, learning logs, records of, for example, fitness challenges.
  - ✓ sending photographs, video or sound recordings of their work.
  - ✓ submitting work on remote learning platforms
- Where possible, encourage parents and carers to support and capture learning in ways that work for them.
- Use school websites, apps, Facebook and Twitter to give information about approaches to learning at home and to share what children, young people and their families are achieving.
- Allow realistic timescales as parents/children may have other priorities at this time.
- Provide options that will allow learners to choose activities they can complete based on the resources available to them at home.
- Encourage children and young people to choose how they will share their learning in ways that suits them.
- Where possible and appropriate provide opportunities for children and young people to engage with each other on learning activities or in smaller groups.
- Ask children and young people to talk to others (families, friends, other pupils, teachers and so on) about their learning,
- Discuss how progress may be captured during remote learning, being careful to avoid unnecessarily bureaucratic systems.
- Keep track of communications with children and young people: their wellbeing, engagement with, and completion of, activities/tasks, feedback given and next steps.

Further guidance in relation to evaluating the quality of provision can be accessed in the updated Quality Improvement Framework (January 2021 update).

Each establishment should have an agreed plan for remote learning and this should include:

- Approaches to reviewing the capacity of children, families and staff to engage in remote learning
- An agreement on communication for teachers and leaders which is shared, consistent and known
- Clear and frequent communication updates such as Tweets, emails, text messages, online platforms, virtual 'drop-ins', video clips
- Quality Assurance arrangements for monitoring the quality of remote learning provision
- Regular forums for feedback from children and families as well as actively seeking their views
- Clear and simple arrangements to enable families to contact key personnel in the establishment for example a contacts list
- Clear plans for tracking and monitoring of progress and achievement
- Straightforward and known plans for recording wellbeing and welfare concerns

Good sources of online content and activities for practitioners

NORTH AYRSHIRE

Please do not hesitate to contact colleagues to seek additional support, ideas, links or advice:

Fiona Wyper:	PLA Operational Lead
Claire Smith:	Family Learning Team, Principal Teacher
Kirsty Stephen:	Numeracy and Mathematics Coordinator
Angela Noble:	Literacy and English Coordinator
Eilidh James:	Mental Health and Wellbeing Operational Lead

Link educational psychologist:
Advice on supporting additional support needs can also be sought from link Educational Psychologists and representatives within our Specialist establishments. Some online resources can also be found here.

Professional Learning Academy	**Family Learning Team**
GLOW site: • *SHORS lessons and activities* • *Non-Fiction Writing sketch notes* • *Themed task Boards for comprehension* • *Framework videos & sketchnotes* • *Framework Wakelet with videos, PPTs and worksheets* • *Weekly challenge IDL via Twitter and on Glow* • *Learning & Teaching leaflets with digital ideas* • *Home learning research links* • *Links to: BBC Bitesize, EEF Blog, Scott Morrow You Tube Channel for numeracy, Pobble 365, Talk4writing, e-Sgoil live lessons, mathathome, youcubed* NEW Facebook page: 'PLAY-piece' (Over 13) TWITTER For Classroom Assistants: ● Boosting Reading training via Teams ● Reading skills PowerPoint ● Phonics PowerPoint ● Numeracy framework training via Teams ● Recorded session/ PowerPoint on Feedback, Questioning ● Recommended reading list ● Twilight sessions targeted at Classroom Assistants – top tips, phonological awareness, attention and listening, speech sounds	*Family Learning Team Website* https://nacfamilylearning.weebly.com • *A range of videos and pre-recorded sessions available through the FLT website. Links to national resources for families.* • *Participate in 'live' online sessions led by the Family Learning Team covering Science, Technology, Engineering and Maths (STEM) and Health and Wellbeing (HWB).* • *1-1 support as identified by school* • *Family Learning Booklets for all sectors; including sections on family health and wellbeing* *Literacy (weblink)* • *Little book of Literacy Ideas* • *Ideas for reading, spelling and writing videos/activity ideas* *Numeracy (weblink)* • *Activity/Videos for strategy, number process and fraction.* • *Dedicated STEM page (weblink) and programme ppt with resources.* *HWB(weblink)* • *Reading and relaxation (p1-4)* • *Wellbeing resources for parents to support their child.* • *Wellbeing activities* • *Outdoor learning suggestions for families* *P1 transition* • *Hints and tips to support transition* • *Presentations for parents on emerging Literacy and Numeracy* • *SuperHero STEM activity for families.*

Further sources can be seen in Appendices 3-5

Community colleagues and third-sector partners within North Ayrshire

There is a wealth of exciting resources and opportunities in the work of our colleagues in Connected Communities and in our local community led groups - all ideal for supporting and scaffolding learning. These fall into five broad categories:

- Local history, genealogy and heritage
    - *https://www.youtube.com/channel/UC1Jp5_3R5kdM9Xw_x_aFXoQ/playlists*
    - *https://www.facebook.com/NacHeritage*
- Arts and culture
    - *including dance, drama, visual arts, poetry, craft, photography, theatre / sound tech, script writing, Book Festivals, local events and festivals*
    - *Harbour Arts Centre website www.thehac.co.uk*
    - *Harbour Arts Centre YouTube https://www.youtube.com/channel/UCz4qbDq7R2C8zLCyNEm_FEw*
- Countryside Rangers
    - *including biodiversity, growing, outdoor learning, nature, species identification, local nature habitats*
- Library and Literacy
- Active Schools
- Community Arran Seabed Trust - Education - COAST (arrancoast.com)

For help or advice with any of the above, or just to find out more or discuss an idea, please don't hesitate to contact the identified staff member who will be delighted to help.

Jill McColl:	Heritage & Cultural Officer
Marie Blackwood:	Arts & Cultural Officer
Amanda Downie:	Senior Ranger
Anne Noble:	Education Resource Librarian
Leanne Hillan Fowler:	Active Schools Manager

North Ayrshire TV: www.youtube.com

North Ayrshire TV provides a mix of fun, educational and informative videos from across our North Ayrshire communities, covering news, events, culture, heritage, outdoors and more. Managed by North Ayrshire Council.

NATIONAL

- WestOS powered by ClickView – access through North Ayrshire's GLOW site
- GTCS
- https://educationendowmentfoundation.org.uk/covid-19-resources/support-resources-to-share-with-parents/
- Support resources for schools and parents | Education Endowment Foundation | EEF
- 537a209f-92a1-401d-a7b7-6f56b114ac00.pdf (educationdevelopmenttrust.com)
- Digilearn.scot
- Education Scotland: Scotland Learns https://education.gov.scot/improvement/scotland-learns/
- National e-learning offer http://www.e-sgoil.com
- https://education.gov.scot/improvement/learning-resources/a-summary-of-developing-the-young-workforce-dyw-resources/
- www.myworldofwork.co.uk
- SCHOLAR
- Maritime museum Scottish Maritime Museum – Scotland's National Maritime Collection – education@scotmaritime.org.uk (Claire Munro, Irvine)
- SSERC Home Learning – Scottish Schools Education Research Centre
- Learning and resources - Scottish Book Trust

Glossary

Asynchronous learning:	*Young people undertake new learning without direct supervision of teachers. Learners can communicate with their teacher as appropriate e.g. teacher or young people set up a discussion board to support one another with a set project, task*
Blended learning:	*Learning happening in real-time with a teacher like online discussions as well as learning happening at the learner's own pace.*
Community of inquiry:	*Effective online learning creates a community made up of learners who feel attached to their classes*
Flipped learning:	*A pedagogical approach where the conventional notion of class-based learning is flipped – learners are introduced to new learning before they enter the classroom and class time is used to deepen understanding and move learning on.*
Hybrid learning:	*Where the models of blended, flipped, remote, distance and online learning are intentionally combined to provide a learner-centred experience which is personalised, relevant and engaging.*
Remote learning:	*When the learner and teacher are separated by time and distance and therefore cannot meet in a traditional classroom setting.*
Rotational model:	*Learners rotate on a fixed schedule between online learning in a 1-1, self-paced environment and sitting in a classroom with a teacher.*
Synchronous learning:	*Online learning in which children and young people can learn from their teacher in real time e.g. a teacher teaching a group or class using digital technologies.*
Teacher presence:	*The visibility of the teacher within the online learning environment – research shows remote learning is ineffective when the relationship between the teacher and learner is too distant.*

References:

Bowness, J., Morrison, E., Stuart, J. & Green, S. 2020. *An Introduction to Blended Learning.* West Partnership

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Education Development Trust. 2020. Upskilling teachers for effective remote delivery.

Education Endowment Foundation. 2020. Best evidence for supporting students to learn remotely.

Education Scotland. 2021. Remote Learning. COVID-19 Education Recovery Group (CERG)

Fullan, M., Quinn, J., Drummy, M. & Gardner, M. 2020. *Education Reimagined: The Future of Learning*. New Pedagogies for Deep Learning & Microsoft

Hoffmann, J. 2011 Top 10 Challenges of Blended Learning. Access at http://www.insynctraining.com/assets/landing_fulfillment/Blended%20Learning%20Training%20Magazine%20March%20April%202011.pdf

APPENDIX 1: DIGITAL GUIDANCE

INITIAL CONSIDERATIONS

- **What device does the learner have?** Word documents, PowerPoints and websites display completely differently on mobile devices. Use your own phone/iPad to see what it looks like.
- **Is their bandwidth sufficient to download a video or large document?** Keep videos short and choose lower quality if you are creating your own. They don't have to be HD. Alternatively upload videos into your OneDrive and share the link with students.
- **Do they know how to use Incognito/In Private browsing**? This is necessary if there are multiple users of a device in the house. These treat the user as though they have never used the device before and hold no browsing history.

Have a look at Barrie Moc's blog which looks at remote learning from a pupil's point of view. He was inspired to write this after looking at what his son was being asked to do by his teacher. See It From Their Perspective (Blog post)

TIPS FOR DELIVERING CONTENT – think 'quality' not 'quantity'

- Issuing learners with a large PDF of information will switch them off – content must be delivered in chunks. The average attention span of an 8-year-old sitting in a class is 8 minutes, online you need to half that, so any video content shouldn't take them more than 4 minutes to consume.
- A teenager's average attention span is around 15 minutes for face-to-face, so again you need to half that for video content.
- Consider if you only had 10 minutes to speak to your learners– what would you say? What is the most crucial information they need to know about? What do they really need to know?
- Think about yourself, if you go to YouTube for a video on how to replace a radiator or learn how to bake bread. Are you going to watch the 25 minutes video or the 6 minute one?

LIVE LESSONS AND VIDEO CLIPS

This Sway give guidance on some of the safety aspects involved:
https://sway.office.com/EnSRHVstF0FbgztM?ref=Link&loc=play

Glow Connect has advice for for Google Meet and Teams. Although different, the safeguarding aspects will apply to Vscene too.

- Teams Meetings with Learners – Glow Connect
- Managing a Teams Meeting – Glow Connect
- Breakout Rooms – Glow Connect
- Google Meet & Chat – Glow Connect

Live lessons There is no requirement to be seen on screen: you can blur your background or add images to maintain your privacy, as can pupils. Multi-tasking with the digital tools whilst presenting in Teams or Google Meet can also present a challenge. Consider creating your own videos, using screen recorder in PowerPoint.

Screen record your iPad or your computer, record your PowerPoint and narrate over it by using the record slide show facility or make a video on your iPad using Clips or iMovie. There is a lot of good advice on how to do this in the Education Scotland document **Learning and Teaching Online** Push yourself out of your comfort zone and go for it. This allows you to flip the learning enabling your students to come into class with some prior knowledge.

What Does Research Say About Designing Video Lessons - Christodoulou (Blog post)

Sway - many different types of media can be uploaded or embedded in a Sway. YouTube videos, your own videos, PowerPoints, Forms (for assessment), live Google maps, images, audio, other Sways, links to PDFs/Word documents/ Excel files stored in OneDrive or a blog.

Blog – some schools have already been doing this. Make your blog public so that parents can see the work too. Post assignments and content that students can download. Returning work to you would have to be done using another method however, so it may be worthwhile considering using the blog simply as a store of resources.

OneNote Class Notebook – allows content to be delivered and students to complete their work. Every Team has a OneNote Class Notebook and each student has their own section in it so you can give feedback to the pupil privately without their peers accessing it. Think of this as a digital ring binder with sections, one of which contains digital jotters for each individual student. You can give audio feedback in a OneNote therefore saving you time. There are many accessibility features including the ability to change the colour of the paper. OneNote also has Maths Tools which is a fabulous feature. Check out George Milliken's webinar on **Blended Learning for Teaching Maths** showing many of the features in maths tools including the ability to create a practise quiz based on the work being done on the page.

Teams and Google Classroom – these have very similar functions to each other. Work can be assigned to a class, a group or an individual pupil, completed by the pupil and graded by you. Both keep records of student work and provide you with information on student engagement. Spreadsheets of grades can be produced, and you can communicate with your students in the conversation area. There is no private chat available, but cameras are now switched on for all learners in both Teams and Google Meet. At present you have no control over their cameras, but you can mute their audio.

Accessibility – Immersive Reader is available in almost all Microsoft Products. This enables students to have the text read to them, to have line focus changed, spacing, the colour of the background and translate a word or document amongst many other features.

COURSES ON REMOTE LEARNING

The **Microsoft Educator Centre** is one of the best places to go to for professional learning on Microsoft products. Log in with your Glow e-mail in the form username@glowmail.org.uk, create an account and start on the courses. Please remember that we have a few restrictions on our version of O365 in Glow. These can be used as part of your CPD evidence for the GTCS and after 1000 points you can gain your Microsoft Innovative Educator badge. There are several courses on remote learning of particular note**: Remote Learning Course MEC Blended Personalised Learning MEC**

RESOURCES

Examples of good practice from Scottish teachers

- Remote Learning Examples from Team MIEE Scotland
- Digi Learn Scot Website
- Falkirk Examples of Remote Learning

Effective Remote and Blended Learning Documents from The West Partnership

- An Introduction to Blended Learning
- Effective Blended Learning
- Effective Remote and Digital Teaching

Resources for Microsoft Teams and Google Classroom

- Getting Started with Teams (Wakelet)
- Primary Class Starting with Teams (Blog post)
- Primary Class Starting with Teams (Blog post)
- Google - First Day Trainings (Website)
- Digi Learn Scot Google Webinar
- Google Classroom Getting Started Guide
- North Ayrshire Google Training Webinar

For the More Adventurous

- Build an Interactive Virtual Classroom (Blog post)
- Thinglink (Website)
- Example of a Thinglink (These can be shared as a code with students in Teams or Classroom and no student login is required)
- Wakelet (Save, organize and share content with users – no need for student login as you share with a code)

Twitter Accounts of Note

Twitter is an amazing source of educational support. Scottish accounts worth following:

- Amanda Pickard P1 Teacher, South Ayrshire Council
- Malcolm Wilson ICT Officer, Falkirk
- Sarah Clark MIE Fellow & Biology Teacher, Fife
- Andrew Bailey Physics Teacher, Angus
- Kirstin Barr Science Teacher, West Lothian
- Chris Gerrard ASN Teacher, South Lanarkshire
- Sarah Wyllie Business Education Teacher, South Ayrshire Council

APPENDIX 2: Accessing remote learning content - West OS – West Partnership Online School

In addition to school based online learning environments and material that has been provided by Education Scotland, staff, children and young people should be advised that bank of learning videos has been created by the West Partnership to support remote and/or flexible learning.

The Glow tile for West Online School is now live and should be added to your Launch Pad and advice given to pupils to add it to theirs. This resource has a wide range of video lessons which have been developed by teachers. We are continuing to build this resource but there are lessons which cover some of primary and secondary BGE and some national qualifications.

What is it?

West OS is a collaborative, teacher-led response to feedback from children and young people. It seeks to improve outcomes for children and young people by providing recorded lessons online which can be accessed at a time and place of their choosing. Our vision is to promote equity by ensuring access to excellent learning experiences regardless of circumstances, including challenges which prevent full time attendance for whatever reason.

What content is available?

West OS is in its development phase. In the long term it aims to achieve its goal by producing and collating short, quality assured video lessons covering all elements of the 3-18 curriculum.

How should it be used?

The learning videos are most effective when a teacher or early year's practitioner directs learners to a specific video/ video sequence and uses the videos alongside other learning activities provided by the practitioner.

The videos can also support learners working independently and, in some cases, associated learning activities are available alongside the videos.

How can West OS be accessed?

Staff, children and young people access West OS via Glow (a Glow username and password are required). Each video will have a unique url and can be signposted by practitioners via online learning environments such as Google Classroom, Teams etc.

Please follow this link to view a Sway which shows how to access West OS

APPENDIX 4: SUPPORTS FOR LITERACY AND ENGLISH

- *A variety of resources & approaches from Early Years through to Secondary level*
- *NA Literacy & English Twitter page*
  https://twitter.com/NAC_Literacy
- Ardrossan Academy Library website:
  https://ardacadlibrary.weebly.com/
- Ardrossan Academy Library Facebook:
  @ardacadlibrary
- Auchenharvie Academy Library blog:
  https://blogs.glowscotland.org.uk/na/auchenharvieacademylibrary/
- Garnock Community Campus Library blog:
  https://blogs.glowscotland.org.uk/na/garnockcampuslibrary/
- Greenwood Academy Library web pages:
  https://blogs.glowscotland.org.uk/na/greenwoodac/enhancing-the-curriculum/skills-development/library/
- Greenwood Academy Library Instagram:
  @Greenwoodaclib
- Kilwinning Academy Library blog:
  https://blogs.glowscotland.org.uk/na/kwacadlibrary/
- Kilwinning Academy Library website:
  https://kwacadlibrary.weebly.com/
- Largs Campus Library Virtual Library blog:
  https://blogs.glowscotland.org.uk/na/largscampuslibrary2/
- Largs Campus Library blog:
  https://blogs.glowscotland.org.uk/na/largscampuslibraryreadingwritingandbooks/reading-writing-and-books/books/
- St. Matthew's Academy Library blog (includes online book group information):
  https://blogs.glowscotland.org.uk/na/stmatthewsacadlib/st-matthews-library/
- Education Resource Service blog including Virtual Class Visits
  https://blogs.glowscotland.org.uk/na/nacedrs/
- Education Resource Service Glow website:
  http://tinyurl.com/o89kfff
- North Ayrshire Libraries Borrowbox for ebooks and eaudiobooks:
  https://www.north-ayrshire.gov.uk/libraries/libraries.aspx
- NAC Libraries Vision YouTube channel including stories:
  https://www.youtube.com/channel/UCcZtrGUbbZDsdFIOdlLPzIg
- Facebook weekly live Bookbug session
  https://www.facebook.com/North-Ayrshire-Libraries-331241090815/
- Bookbug videos on YouTube
  https://www.youtube.com/channel/UCcZtrGUbbZDsdFIOdlLPzIg/featured

APPENDIX 5: SUPPORTS FOR NUMERACY AND MATHEMATICS

- *Remote Learning Wakelet Early – Second Level with resources, videos and guidance*
  https://wakelet.com/wake/iQ5J52sExCHw7jhQkgay5

- *NA Numeracy & Mathematics Twitter Page*
  https://twitter.com/NAC_numeracy

- *Chris Smith (East Ayrshire) videos for secondary*
  Corona Conundrums - YouTube

- *Scott Morrow Primary Maths videos*
  Primary Numeracy Videos

- *Education Scotland Es and Os linked to Scotland Learns Early – Fourth Level (Glow users)*
  Scotland Learns

- *Enrich Maths Website – games, live challenges, problem-solving*
  NRICH - Mathematics Resources for Teachers, Parents and Students to Enrich Learning (maths.org)

- *Early Level Numeracy Sketchnotes*
  tinyurl.com/y5c84rsg

- *PLA Numeracy Blog – Home Learning Numeracy (Glow users)*
  Numeracy | Professional Learning Academy (glowscotland.org.uk)

- *Highland Recorded Numeracy Sessions in levels Early – Senior Phase*
  Highland Digital School Hub - Digital Learning (google.com)

APPENDIX 6: SUPPORTS FOR MENTAL HEALTH AND WELLBEING

Nurturing North Ayrshire's Recovery

https://glowscotland.sharepoint.com/sites/NorthAyrshireCouncil/StaffArea/ConnectingWithMental Health/Shared%20Documents/Forms/AllItems.aspx?viewpath=%2Fsites%2FNorthAyrshireCouncil%2 FStaffArea%2FConnectingWithMentalHealth%2FShared%20Documents%2FForms%2FAllItems.aspx

Supporting the North Ayrshire community during COVID-19

Free professional learning:
https://www.creativeeducation.co.uk/product/promoting-pupil-wellbeing-when-school-is-online/

https://emergingminds.org.uk/conference-youth-mental-health-covid-19-what-do-we-know-and-what-should-we-do/

Do-BeMindful Homepage - Do-BeMindful.com (do-bemindful.com)

https://professionals.childhood.org.au/resources/?/view/bc6a950a-38c9-4090-8e83-b7d1cb073865

Online Yoga lessons:
Cosmic Kids Yoga - YouTube
https://vimeo.com/438948140/7d99d1749d
https://vimeo.com/438940504/a4ba6b4826

This is a nice night-time body scan to help children to relax, calm anxieties and have a good night's sleep
- https://vimeo.com/260437623/307a6a9ef9

Inside Out Lesson- https://suzannezeedyk.com/pixars-inside-out-a-lesson-in-loss/
Action for Happiness Activities- https://www.actionforhappiness.org/january
Physical activities- https://www.stormbreak.org.uk/